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ABSTRACT

Manitoba's curriculum guide for German 100, 200, and 300 is designed to (1) make teachers of these courses aware of the official policy concerning the nature, goals, and objectives of the courses and approved teaching materials, and (2) provide instructional guidelines. The guide provides information about three sets of teaching materials from which teachers can make selections appropriate to their students' needs and abilities. These include: "Deutsch 2000 Band 1 and Band 2"; "Grandkurs Deutsch" and "Aufbaukurs Deutsch"; and "Vorwarts International K3A, K3B, K4A, and K4B." Introductory information includes a statement of philosophy, an outline of program goals and objectives, a program overview, notes on student evaluation and special student needs, and suggestions for instructional time allotment. The approved texts are listed and described. Lists of teacher's reference materials and supplementary materials are also supplied. The final section outlines the grammatical concepts approved for instruction at the junior and senior high school levels. (MSE)

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Manitoba Education

1985

deutsch

100, 200, 300

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deutsch 100,200,300

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RATIONALE

This curriculum guide was designed to make teachers of German 100, 200 and 300 aware of the official policy of Manitoba Education by informing them of the basic nature, goals and objectives of the German courses and teaching materials approved by the department; by providing these teachers with guidelines necessary to meet these goals and objectives; and by providing them with an annotated list of officially approved materials essential to the optimum fulfillment of the stated goals and objectives of the program.

The guide provides information about three sets of teaching materials, from which teachers can select materials appropriate to the needs and abilities of their students.

DEFINITIONS

1. Program

   A program of study is comprised of a number of consecutive courses, each of which leads the student nearer to attaining a given goal. Thus, we may speak of the "K-to-12 German Program," or the "Junior High German Program," or the "Senior High German Program."

2. Course

   A course is one section or period of study within a program of study. Two or more consecutive courses of study make up a program. Thus, we may speak, for example, of the "grade 9 German course" or the "German 100 course" as parts of the German program.

3. Materials

   Materials (or Teaching Materials) include all printed materials (e.g., textbooks), audio materials (e.g., cassette tape recordings), and other visual materials (e.g., slides, charts, films) used by teacher and students during classes. A set of materials also may be called a "series" or "series of materials."

PHILOSOPHY STATEMENT

There are three sets of teaching materials for the German 100, 200 and 300 courses. Any one set of these materials may be used, depending upon the situation in the given school. Since classroom situations vary greatly, it is hoped that by providing three choices the particular needs of most situations will be met. The introduction of a continuous program from K-12 is recommended. Such a program eliminates restarts.

1. Deutsch 2000 Band 1 and Band 2

2. Grundkurs Deutsch and Aufbaukurs Deutsch

3. Vorwärts International K3A*, K3B, K4A, K4B

(NOTE: *K3A only for those students who did not have any exposure to the Vorwärts material or the full Komm bitte! program before grade 7. Compare also the Scope and Sequence chart in this document.)

Before selecting materials, teachers are advised to contact Manitoba Education, Curriculum Development and Implementation Branch.

Deutsch 2000, Grundkurs Deutsch and Aufbaukurs Deutsch are to be used when students begin their German studies at the German 100 level. However, previous exposure to German studies is an asset. The Vorwärts International K3B set is to be used when students at the German 100 level have had considerable exposure to studies in German.

The materials follow and continue the teaching-learning approach that has been set up in the grades 7-9 program. (See: "Program Overview.") Their aim is to produce communicative competence. The materials have been evaluated carefully and should impart to students completing the three-level program the linguistic skills necessary to communicate effectively in German.

The courses are designed to give the students facility in the oral and written use of modern German, which will enable them to cope with most situations in a German-speaking milieu. In view of rapid changes in the field of communications, the study of a second language is of increasing significance in the modern world. It is, therefore, important that the instructor use modern materials and up-to-date methods in teaching the four basic skills: listening comprehension, speaking, reading and writing.

The structures and vocabulary taught in some of the texts can be transferred to everyday situations (e.g., home, school, social events, travel). Some of the texts are in dialogue form.

In addition to acquiring specific German communication skills, a student who studies German may also derive benefit from the following:

1. Cultural enrichment.

2. An appreciation of and respect for the differences among peoples of linguistic groups other than the student's own.

3. Career opportunities.

GOALS AND OBJECTIVES

Students should develop the ability to communicate in the German language by acquiring the following four competencies:

1. Aural Competence

   The ability to understand native speakers of German when they speak at moderate speed about everyday situations.

2. Oral Competence

   The ability to make short, spontaneous, idiomatically correct statements about everyday situations.

3. Reading Competence

   The ability to read and understand German newspapers, magazines and other printed materials of average reading level.

4. Writing Competence

   The ability to give written descriptions of everyday situations and to write with reasonable accuracy short essays on general topics.

It is also important that the student:

1. gain an increased awareness of the way people of German-speaking countries live and the way they think and express themselves in their language;

2. gain an understanding of how languages function and of certain linguistic relationships between Canada's official languages and German;

3. be exposed to the historical and present cultural contributions of German-speaking peoples; and

4. become aware of the similarities and differences among the world's various cultures and, thus, gain an understanding of their own.

PROGRAM OVERVIEW

The teacher whose students begin formal study of German in grade 10 may choose one of two approved sets of materials:

1. Deutsch 2000, Ismaning, Federal Republic of Germany: Max Hueber Verlag.

2. Grundkurs Deutsch, Munich, Federal Republic of Germany: Verlag für Deutsch.

Both sets of materials follow up-to-date methodological approaches. Their topical content is of interest to senior high school students.

The teacher whose students began formal study of German in grades 1, 4 or 7 is encouraged to continue using the materials of the feeder school(s).

The approved set of materials for pupils who begin to learn German in grade 1 is Komm bitte! (Ismaning, Federal Republic of Germany: Max Hueber Verlag). It is expected that they will continue to use this set of materials in junior high school, finishing Komm bitte! by the end of grade 8 or earlier. Then, they should be exposed to the continuation of the Komm bitte! series: Vorwärts International K3A, published by Arnolds (Leeds, England), and the Gilde-Buchhandlung (Bonn, Federal Republic of Germany). Students who finish Komm bitte! and Vorwärts International K3A by the end of grade 9 and continue their German studies at the senior high level should use volumes K3B, K4A and K4B of Vorwärts International.

Vorwärts International is also the approved series for pupils who begin to learn German in grade 4. They, too, should finish Vorwärts International K3A by the end of grade 9. If they continue their German studies at the senior high level, the succeeding volumes of Vorwärts International should be used.

There are three approved sets of materials for students who begin to study German in grade 7:

1. Auf deutsch, bitte!, Ismaning, Federal Republic of Germany: Max Hueber Verlag.

2. Deutsch für junge Leute, Munich, Federal Republic of Germany: Verlag für Deutsch.

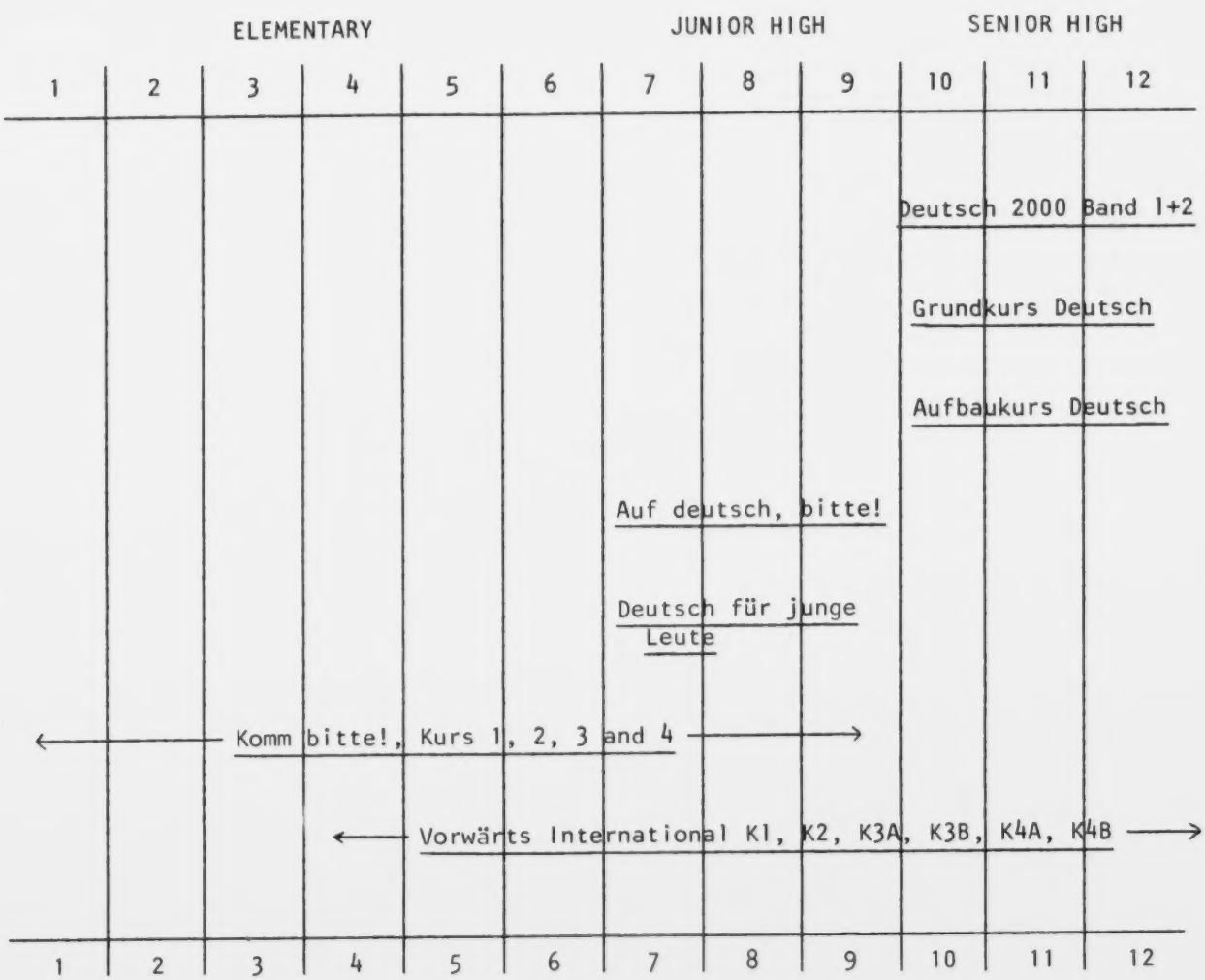
3. Vorwärts International K1, Bonn, Federal Republic of Germany: Gilde-Buchhandlung.

If these students continue their German studies beyond the junior high grades, the teacher may continue to use the materials of the feeder school(s): Deutsch 2000, Grundkurs Deutsch, or Vorwärts International (see Scope and Sequence).

Teachers who desire information about Komm bitte! or Vorwärts International should consult the guidelines for the elementary schools' German program.

Descriptions of Deutsch für junge Leute and Auf deutsch, bitte! can be found in the German program guidelines.

GERMAN LANGUAGE TEACHING IN MANITOBA: SCOPE AND SEQUENCE


ELEMENTARY
JUNIOR HIGH
SENIOR HIGH
1 2 3 4 5 6 7 8 9 10 11 12
Deutsch 2000 Band 1+2
Grundkurs Deutsch
Aufbaukurs Deutsch
Auf deutsch, bitte!
Deutsch für junge Leute
Komm bitte!, Kurs 1, 2, 3 and 4
Vorwärts International K1, K2, K3A, K3B, K4A, K4B
1 2 3 4 5 6 7 8 9 10 11 12

EVALUATION

Evaluation of the effectiveness of the Senior High German course should be designed to measure the extent to which the individual student has mastered the specific communicative skills - listening and understanding, speaking, reading and writing. Since students will be at various levels of proficiency in German, the evaluation should measure the capability in German demonstrated by the individual student at a given time independent of a specific textbook or pedagogical method. Any type of evaluation must provide information enabling the teacher to identify and correct difficulties a student might have in learning German. The evaluation should look at practical language skills in which the student must use his knowledge of linguistic communication reflecting the student's attainment of the goals and objectives of the program, emphasizing each of the four linguistic competences.

SPECIAL NEEDS

In Manitoba schools teaching second languages, it is the policy to allow students to enter into any language program at four points during their years of education within the public school system: grade one, grade four, grade seven and grade ten. In some schools the entry into the German program is possible in grade nine also. These points of entry create a special problem in a language study: in the same classroom one may find students who have been exposed to German for nine years, for six years or those who have begun the study of German in grade ten. This situation creates a special problem for the teacher and students alike.

The level of fluency will differ from school to school because of the different time allotments to the study of German. These schools may have used the same program, however, the extent of coverage will vary in the feeder schools.

Another factor that could make the teaching of German problematic is the various backgrounds of the students enrolled in the German program. Teachers should pay special attention to students speaking various German dialects, such as Low German, etc.

Teachers must be aware of the diverse linguistic backgrounds and abilities of their students.

TIME ALLOTMENT

German 100: 110 - 120 hours per year
German 200: 110 - 120 hours per year
German 300: 110 - 120 hours per year

APPROVED TEXTS

A. LANGUAGE MATERIALS

Deutsch 2000, Band 1 and Band 2, Munich, Federal Republic of Germany: Max Hueber Verlag, 1973.

German 100: Deutsch 2000, Band 1, Lessons 1-20

German 200: Deutsch 2000, Band 1, Lessons 21-24
Deutsch 2000, Band 2, Lessons 1-12

German 300: Deutsch 2000, Band 2, Lessons 13-24
plus supplementary reading

OR

Grundkurs Deutsch, Nr. 101, Munich, Federal Republic of Germany: Verlag für Deutsch, 1980.

Aufbaukurs Deutsch, Nr. 140, Munich, Federal Republic of Germany: Verlag für Deutsch, 1983.

OR

Vorwärts International, K3B, Bonn, Federal Republic of Germany: Gilde-Buchhandlung Carl Kayser, 1980. Nr. L014759

Vorwärts International, K4A, Bonn, Federal Republic of Germany: Gilde-Buchhandlung Carl Kayser, 1981. Nr. L014821

Vorwärts International, K4B, Bonn, Federal Republic of Germany: Gilde-Buchhandlung Carl Kayser, 1981. Nr. L014856

B. LITERARY MATERIALS

Use the following textbooks in conjunction with the approved language materials. The number of selections to be taken from these texts depends on the time available. Give priority to meeting the requirements of the language courses.

Kussler, R. Textbuch Lyrik. Munich, Federal Republic of Germany: Max Hueber Verlag, 1978 (140 pp., Nr. 1315). (Distributed in Canada by H.G.W. Fricke, Deutsche Buch-Gesellschaft, Winnipeg, Manitoba.)

This is a recurrent anthology of German poetry from the Renaissance to the present.

Stöpfgeshoff, Dieter. Kontakt mit der Zeit. Munich, Federal Republic of Germany: Max Hueber Verlag, 1981 (136 pp.). (Distributed in Canada by H.G.W. Fricke, Deutsche Buch-Gesellschaft, Winnipeg, Manitoba.)

This is a primary reader for students in senior high classes. The booklet contains short stories by eighteen different authors and a brief biographical sketch on each of the authors. At the end of the book is a glossary related to each story.

TEACHING AIDS

	Catalog Number
Deutsch 2000, Band 1	
Lehrerheft (Teacher's Manual)	32.1180
Arbeitsbuch (Workbook)	22.1180
Glossar (Glossary)	62.1180
Lesetexte 1 (Graded German Reader 1)	23.1180
85 Diapositive - Lektionen 1-8 (85 Slides covering Lessons 1-8)	29.1180
8 Filmstreifen - Lektionen 1-8 (8 Filmstrips covering Lessons 1-8)	57.1180
52 Diapositive - Lektionen 9-15 (52 Slides covering Lessons 9-15)	51.1180
7 Filmstreifen - Lektionen 9-15 (7 Filmstrips covering Lessons 9-15)	60.1180
Aufnahme sämtlicher Lektionstexte (Recording of all Lessons) 1 Compact-Cassette	27.1180
Sprechübungen (Oral Exercises) 5 Compact-Cassettes	84.1180
Textheft (Text of all Oral Exercises)	59.1180
Abschluß-Erfolgstest (Final Test):	
Aufgabenbogen (Exercise Sheet)	52.1180
Antwortbogen (Answer Key)	53.1180
Korrektur-Schablone (Marking Key)	54.1180
Tests (Tests):	
Grammatik- und Wortschatztest (Grammar and Vocabulary Test)	31.1180
Deutsch 2000, Band 2	
Lehrerheft (Teacher's Manual)	32.1181
Arbeitsbuch (Workbook)	22.1181
Glossar (Glossary)	62.1181
Lesetexte 1: Bitte, wo kann man hier telefonieren? (Reader)	23.1181
Lesetexte 2 (Graded German Reader 2)	24.1181

	Catalog Number
Der Mörder kam zur Tagesschau (Reader)	41.1181
Aufnahme sämtlicher Lektionstexte (Recording of all Lessons) 1 Compact-Cassette	27.1181
Sprechübungen (Oral Exercises) 6 Compact-Cassettes	84.1181
Textheft (Text of all Oral Exercises)	59.1181
Abschluß-Erfolgstest (Final Test):	
Aufgabenbogen (Exercise Sheet)	52.1181
Antwortbogen (Answer Key)	53.1181
Korrektur-Schablone (Marking Key)	54.1181
Grundkurs Deutsch	
Grammatisches Arbeitsbuch (Workbook)	124
2 Cassettes with dialogues and texts of the students' book	103
2 Cassettes with speaking exercises from the workbook	125
Teacher's Manual	102
1 Cassette with 95 mini-dialogues to teach listening comprehension	104
32 Transparencies	105
The above transparencies, available on slides for classes without an overhead projector	126
Map of the German-speaking countries	670
Aufbaukurs Deutsch	
Teacher's Manual	142
1 Cassette with listening comprehension texts and selected speaking exercises	141
Testheft - Aufbaukurs Deutsch	143
Vorwärts International K3B	
Teacher's Handbook for K3A and K3B	L014791
Lesebuch (Reader) K3B	L014783
7 Cassettes K3B	G0105-G0111

	Catalog Number
Vorwärts International K4A	
Teacher's Manual K4A	L014813
Lesebuch (Reader) K4A	L01483X
5 Cassettes	G200-G204
Vorwärts International K4B	
Teacher's Manual K4B	L014848
Lesebuch (Reader) K4B	L014864
5 Cassettes	G300-G305

ANNOTATIONS

Schäpers, Roland, Renate Luscher, and Manfred Glück. Grundkurs Deutsch. Munich, Federal Republic of Germany: Verlag für Deutsch, 1977.

Grundkurs Deutsch is an audio-lingual series suitable for beginning and advanced students in grade 10. The 30 lessons are based on varying types of texts, from short dialogues to newspaper articles. The dialogues are situational (e.g., a brief conversation about cooking and food) and very often humorous. They cover a variety of topics and their content appeals to the age group.

Exercises for listening comprehension, speaking, reading comprehension and writing are an integral part of the program.

The well-illustrated student book is accompanied by a "Grammar Book" which contains charts, exercises and vocabulary for the concepts taught in the lessons. A set of overhead transparencies contains the identical grammar charts for oral presentation and oral exercises. Short listening comprehension texts are available on a compact cassette, as are some of the grammar exercises. Parts of each lesson are also recorded on tape for additional listening and pronunciation practice.

The "Lehrerhandbuch" is particularly useful because it details sequentially each instructional step for each lesson. The transparencies are accompanied by a separate handbook of instructions for the use of each transparency.

With students who already have had an introduction to the language, the teacher could emphasize the grammatical concepts (a progression is contained in the "Lehrerhandbuch") as a review and reinforcement as well as an introduction.

Stalb, Heinrich. Aufbaukurs Deutsch. Munich, Federal Republic of Germany: Verlag für Deutsch, 1983.

Aufbaukurs Deutsch is a direct continuation of Grundkurs Deutsch, although it can be used as an independent series for advanced students. Its structure is the same as that of Grundkurs Deutsch. It is comprised of short dialogues followed by exercises related to grammar, content and comprehension.

Important grammatical structures are explained systematically (declension of the adjective, modal verbs, passive voice and subjunctive mood, etc.). Exercises dealing with syntactical structures serve as a reinforcement of vocabulary and reading skills.

A test booklet is available.

Schäpers, R. Deutsch 2000, Bands 1 and 2. Munich, Federal Republic of Germany: Max Hueber Verlag, 1973.

Deutsch 2000 is a course developed on modern, generally accepted principles in the teaching and learning of second languages. It is intended for young people and adults and should, therefore, be introduced only in senior high classes. Students should find the various topics of the lessons quite appealing; for example, asking for directions (Band 1, Lektion 6); reserving a table in a restaurant (Band 1, Lektion 8); pollution (Band 2, Lektion 6).

The language taught is contemporary, everyday German. The emphasis is on speaking, but the other skills are not neglected. Teachers should note that the English used in the Glossar is in the British idiom, not the North American. There is enough scope to adapt the course to the more proficient as well as to the weaker students.

The whole course consists of three books with the most frequently used German vocabulary (approximately 2,000 words). The materials in the two books can be covered in the German 100, 200 and 300 courses.

Although Deutsch 2000 is intended for students who have no previous knowledge of German, no lessons should be omitted with students continuing from grade 9. The series is set up systematically, with vocabulary and structural features repeated, reinforced and expanded in succeeding lessons. Most students will find something new in the first lessons, and the teacher may adjust the pace of instruction to the students' knowledge, ability and interests.

Unfortunately, the illustrations are not successful. Within the text there are only black-and-white illustrations, which fulfill their purpose of aiding textual understanding but do not enhance the appearance of the books. The few color photographs are in the appendix, where the students see them infrequently.

Deutsch 2000 contains little material of cultural value. However, culture may be taught incidentally by introducing other suitable material.

Kayser, Carl. Vorwärts International. Bonn, Federal Republic of Germany: Gilde-Buchhandlung, 1977.

Vorwärts International is a course for the teaching of German as a second language to students beginning in grade 4 or later.

The program consists of four parts: K1, K2, K3A + K3B, K4A + K4B.

The first two parts, Vorwärts International, K1 and Vorwärts International, K2, offer an audio-visual approach without emphasis on drills and rote learning, taking into consideration the students' cognitive abilities. As achievement of oral communicative competence is the prime goal, the teaching of grammar is incidental.

The teacher is provided with one manual per volume, which contains useful, straightforward information about goals and approaches of the course. K1 and K2 contain a total of 28 lessons following the same basic pattern. Modifications are possible and encouraged. The teacher's manual of K1 contains one lesson plan in detail.

The three main steps in the teaching of each lesson are: information phase, manipulation phase, and communication phase.

During phase one, the student learns sentence structures and vocabulary through the use of slides and cassettes. The language material is presented in dialogue form, informing the learner about life of a German family in a town, Cadolzburg, in southern Germany. The dialogues and pictures also can be found in the student's book.

Phase two offers a variety of exercises. The use of flashcards is recommended for some of these.

In the final phase, the learner is provided with meaningful opportunities to use new structures and vocabulary in transfer situations.

Culture is taught both implicitly and explicitly.

Graded readers can be used after the completion of K1. Their topics are appealing. The number of new words is limited and the context allows the student to guess their meaning. The readers contain assignments that can be dealt with individually as well as in groups.

Vorwärts International, K3 consists of six units which can be found in the student's books K3A and K3B. There is a teacher's manual detailing how the materials are meant to be used.

Each of the six units begins with a dialogue text accompanied by pictures. The introductory dialogue contains all grammatical structures that should be taught in a given unit. It is divided into three to five separate scenes, each usually introduced by a short prose text.

The dialogue scenes are followed by oral and written exercises. These consist of:

- speech practice on cassette tapes;

- dialogue exercises which provide opportunities for a more creative use of the target language; e.g., by using role play;
- written exercises that isolate and review new grammar structures;
- questions about the contents of the introductory dialogues.

The second part of each unit begins with a modification of the introductory dialogues, a continuation of the story line, or supplementary information on German culture. The students are confronted with the same structures as in Part 1, now in descriptive texts. The students are encouraged to form and voice opinions.

The students then are exposed to a variety of brief exercises to practice listening comprehension, reading comprehension, speaking and writing. This step is optional, because later on there are more comprehensive sections for the practice of the basic skills. Emphasis is on the development of writing skills.

Vorwärts International, K3 is accompanied by two readers, mainly using structures and vocabulary that were introduced earlier. The texts are entertaining and informative and contain pictures. There are short tests at the end.

K3 deals with topics that should interest young German students; for instance, cars and traffic, hobbies, leisure time and holidays, festivities, conflict situations, a trip through Germany.

The approach to grammar teaching/learning is inductive. The students should recognize patterns and irregularities with their teacher's help and learn to apply the rules in transfer situations. The grammatical terminology is simple.

The teacher's manual provides precise, straightforward information about each lesson, explaining the goals and how to achieve them.

Vorwärts International, K4 closely resembles K3. It, too, consists of six units contained in two student books: K4A and K4B.

Each unit contains a core part (Kern) and an expansion (Erweiterung). The core part consists of:

- introductory texts with pictures (Part 1 of the introduction of units 2, 3 and 4 is a dialogue because the structures to be taught are used mainly in oral German);
- oral exercises;
- written exercises;
- vocabulary exercises;
- reading materials contained in two readers.

The expansion is optional and consists of:

- listening comprehension exercises;
- short reading texts, accompanied by exercises;
- more demanding assignments to practice essay writing.

At the end of both K4A and K4B there is a grammar overview.

The teacher's manual is again comprehensive and a valuable aid.

TEACHER'S REFERENCE MATERIALS

Berger, Dieter. Duden - Komma, Punkt und alle anderen Satzzeichen. Mit umfangreicher Beispielsammlung. Duden - Taschenbücher. Bibliographisches Institut, Mannheim/Wien/Zürich, Federal Republic of Germany: Duden Verlag, 1968 (208 pp.).

This book contains all the rules of punctuation.

Borovski, C. Active German Idioms; German-English, English-German. Munich, Federal Republic of Germany: Max Hueber Verlag, 1974 (64 pp.). (Distributed in Canada by H.G.W. Fricke, Deutsche Buch-Gesellschaft, Winnipeg, Manitoba.)

This book should be of help to all those who want to communicate in German as quickly as possible without the usual fear of making too many mistakes. It contains most expressions which cannot be translated literally and are needed in the first and second years. The book serves as a supplement to all texts for elementary and intermediate German courses which, unfortunately, seldom offer enough basic idioms. It also provides phrases for conversations as well as written dialogues or compositions.

Griesbach, H. Regeln aus der deutschen Grammatik. Munich, Federal Republic of Germany: Verlag für Deutsch, 1981 (64 pp.).

This brief overview of German grammar and basic sentence structures is useful with Grundkurs and Aufbaukurs Deutsch.

Helbig, Ludwig. Politik im Aufriß. Ein Arbeitsbuch. Frankfurt a.M., Federal Republic of Germany: Verlag Moritz Diesterweg, 1982 (173 pp.).

The text is useful for the teacher as a source of Social Studies-related materials.

Hoffmann, Gerhard. Deutsche Grammatik in Frage und Antwort. Munich, Federal Republic of Germany: Langenscheidt Verlag, 1983.

This is a grammar reference in the form of questions and answers. 200 cards contain exercises for almost all concepts of German grammar. On the back of each card is a key for the exercise on the front page. This is useful in preparing materials for teaching, drill and review.

Langenscheidt Dictionary. Munich, Federal Republic of Germany: Langenscheidt Verlag, 1983. (Nr. 11123)

This dictionary contains from 70,000 to 80,000 carefully selected

words in each of the two languages. Special vocabularies related to the various areas of study are included in the dictionary. Pronunciation is indicated and important explanations of grammatical concepts are stated. There are, however, dictionaries with fewer or more words available.

Luscher, R. and R. Schäpers. A Grammar of Contemporary German. Deutsch 2000. Munich, Federal Republic of Germany: Max Hueber Verlag, 1976 (276 pp.). (Distributed in Canada by H.G.W. Fricke, Deutsche Buch-Gesellschaft, Winnipeg, Manitoba.)

This is an adaptation for English-speaking students, prepared by Mary L. Apelt and Mary Snell. The grammar is based on the contents of Deutsch 2000, but it can be used as a general reference book for all grammatical forms used in German today. Rules and examples are the main assets of the book.

----------. Grammatik der modernen deutschen Umgangssprache. Deutsch 2000, Zu Band 1-3. Munich, Federal Republic of Germany: Max Hueber Verlag, 1975 (196 pp.). (Distributed in Canada by H.G.W. Fricke, Deutsche Buch-Gesellschaft, Winnipeg, Manitoba.)

Mentrup, von, W. Duden; Die Regeln der Rechtschreibung. Mannheim, Federal Republic of Germany: Bibliographisches Institut Mannheim, Dudenverlag, 1968 (232 pp.).

This is a very important pocket book for the teacher and student of German. It contains a complete set of all spelling rules and a large number of examples for each.

Raasch, Albert. Fremdsprachen lernen, aber wie?. Munich, Federal Republic of Germany: Max Hueber Verlag, 1982 (96 pp.).

This appealing book has practical advice for teachers on how to teach another language effectively. It deals with methodology, motivation, exercises and other related topics of learning languages in a very brief form.

Schmitz, W. and Schreimer, D. Ihr Schreiben vom ... . Geschäftliche und private Briefe im Baukastensystem. Munich, Federal Republic of Germany: Verlag für Deutsch, 1983 (104 pp.).

The text can be an excellent reference book for teaching the writing of business and private letters.

Wendt, Heinz. Langenscheidts Grammatiktafel. Munich, Federal Republic of Germany: Langenscheidt Verlag, 1982.

This offers German grammar at a glance and contains most grammatical rules. It is suitable for learning, review and reinforcement.

----------. Langenscheidts Kurzgrammatik. Munich, Federal Republic of Germany: Langenscheidt Verlag, 1982.

This booklet can be used at all levels for students of German.

SUPPLEMENTARY MATERIALS

A. MULTIMEDIA

Highly recommended are the publications of Inter Nationes, Bonn, Federal Republic of Germany.

These audio-visual materials are available free of charge from Inter Nationes and come in the form of teaching kits. They can be of great value for the teacher as a source of information in teaching "Landeskunde." The following kits can be used:

1. Land und Leute.
2. Wer kommt mit.
3. Mitten unter Deutschen.
4. Was möchten Sie wissen?
5. Das Land, in dem wir leben.
6. Themen aus dem Alltag.
7. Audio-Visuelles Ergänzungsmaterial zur Landeskunde.

The slides and cassettes are useful for the teaching of listening and comprehension.

Lohfert, W. Sehen-Verstehen-Sprechen. Munich, Federal Republic of Germany: Verlag für Deutsch, 1979.

Sehen-Verstehen-Sprechen is an independent program for the teaching of German at beginning levels, regardless at which age levels the language study is introduced. The program addresses itself to elementary, junior high and senior high students.

The program consists of 85 transparencies, of which five have an overlay. Each transparency has a sheet with instructions for the teacher, which reduces the time needed for preparation. The program includes exercises for discussion purposes, writing and the teaching of vocabulary.

These transparencies can be used with any text or program to introduce a new concept or to reinforce what has been taught already.

B. READING MATERIALS

For additional reading materials teachers may contact the following publishers directly:

1. Deutscher Taschenbuch Verlag
   Friedrichsstraße 1a
   8000 München 40
   Federal Republic of Germany

2. Diesterweg Verlag
   D-6000 Frankfurt 1
   Hochstraße 29-31
   Federal Republic of Germany

3. Klett Verlag
   Rotebühlstraße 77
   7000 Stuttgart 1
   Federal Republic of Germany

4. Langenscheidt-Verlag
   8000 München 40
   Neusser Straße 3
   Federal Republic of Germany

5. Schroedel Verlag
   3000 Hannover 81
   Postfach 81 06 20
   Federal Republic of Germany

6. Verlag für Deutsch
   D-8000 München 2
   Schillerstraße 5
   Federal Republic of Germany

7. Hueber Verlag
   Max-Hueber-Straße 4
   D-8045 Ismaning / München
   Federal Republic of Germany

8. Finken Verlag
   Zimmermühlenweg 40
   D-6370 Oberursel /Ts
   Federal Republic of Germany

C. PLAYS

If teachers are interested in putting on a play, the following bookstore has a large variety of plays on hand: Theaterbuchhandlung A.H. Fiedler
D-6100 Darmstadt
Postfach 4330
Federal Republic of Germany

D. PRINTED MATERIAL

Caro, Nina. Raten Sie mal!. Rätsel zum Deutsch lernen. Stuttgart, Federal Republic of Germany: Ernst Klett Verlag, 1984 (118 pp.). (Nr. 5508)

Raten Sie mal! is a collection of exercises in the form of riddles. The book is suitable for grades 10 - 12 students with some knowledge of German. Answers to all riddles are at the end of the book.

Dungworth, D. Versuch es mit Humor. London, U.K.: George G. Harrap and Company Limited, 1976 (104 pp.). (Distributed in Canada by Clarke Irwin and Company Limited, Toronto, Ontario.)

The text contains one hundred simple anecdotes for comprehension, rapid reading and conversational practice.

Eppert, Franz. Immer ich!. Bildgeschichte eines ereignisreichen Morgens. Munich, Federal Republic of Germany: Max Hueber Verlag, 1981 (79 pp.).

This book provides welcome variations and contains illustrations.

Griesbach, Heinz. Humor und Satire. Texte mit Übungen. Munich, Federal Republic of Germany: Max Hueber Verlag, 1975 (112 pp.).

This book contains interesting, modern short stories, very helpful in the classroom. Each story has a vocabulary, explained in German, and five different types of exercises, related to the teaching of the four language skills, suitable for grades 11 and 12.

Hauff, W. Der junge Engländer. Toronto, Ontario: Macmillan Company of Canada Limited, 1972 (56 pp.).

This is a humorous short story in simple German, suitable for grades 11 and 12. At the end of the book is a vocabulary.

Helbig, Ludwig. Politik im Aufriß. Ein Arbeitsbuch für 5/6 Schuljahr. Frankfurt a.M., Federal Republic of Germany: Verlag Moritz Diesterweg, 1982 (174 pp.). (Nr. 1651)

This text is useful for the teacher as a source of Social Studies-related materials.

Hillmer, Helga and Gaynor Ramsey. Was sagen Sie dazu?. Alltagsthemen im Gespräch für Deutsch als Fremdsprache. Munich, Federal Republic of Germany: Max Hueber Verlag, 1981 (96 pp.).

This is an excellent text for the teaching of conversation. Content is stimulating and informative. The book contains questions and exercises. The illustrations and glossary are of great help in working with this text.

----------. Facts about Germany. Tatsachen über Deutschland. Gütersloh, Federal Republic of Germany: Lexikothek-Verlag, 1980.

This is a useful reference book for teachers and students, related to the study of Germany.

Kästner, Erich. Das fliegende Klassenzimmer. Toronto, Ontario: Macmillan, 1966 (105 pp.).

This is a German reader with a vocabulary list at the end of the text, suitable for students of grades 9 and 10.

Kossatz, Lämmle, Tzschoppe. So ein Dackel!. 22 Bildgeschichten für den Sprachunterricht. Stuttgart, Federal Republic of Germany: Ernst Klett Verlag, 1983 (49 pp.). (Nr. 55862)

Kritsch, E. and A. Schlimbach. Moderne Erzählungen für die Unter- und Mittelstufe. New York, New York: Appleton-Century-Crofts, Educational Division, 1964 (203 pp.). (Distributed in Canada by Prentice-Hall Limited, Scarborough, Ontario.)

Moderne Erzählungen is a collection of short stories by contemporary authors; e.g. Siegfried Lenz, Heinrich Böll. Each story is followed by notes on the author. Questions for oral and written exercises are included, as are vocabulary explanations for each story.

Kröher, Lars. Liederreise. Stuttgart, Federal Republic of Germany: Ernst Klett Verlag, 1984 (104 pp.). (Nr. 5552)

This is a fine collection of the most popular songs in German. Each song has a brief vocabulary and a few commentaries on its origin. There are songs for each age group.

Martell, G. Die Spur führt in unsere Stadt. Toronto, Ontario: Macmillan Company of Canada Limited, 1969 (96 pp.).

This is a detective story dealing with espionage and space research with a vocabulary section at the back, suitable for advanced grades 7-9 and senior high students.

Müller, Ekkehard. Menschen um Müller. Ein lustiger Wiederholungskurs. Stuttgart, Federal Republic of Germany: Ernst Klett Verlag, 1982 (80 pp.). (Nr. 5585)

The entire book is designed for reviewing German in the context of everyday situations. The exercises are suitable for use with any program and the book is accompanied by a cassette containing the conversations.

Müller, Helmut. Der eine und der andere. Szenische Dialoge. Stuttgart, Federal Republic of Germany: Ernst Klett Verlag, 1981 (55 pp.). (Nr. 5589)

This contains easy dialogues and situations for conversations.

Plauen, E.O. Vater und Sohn, Bands 1 und 2. Bildgeschichten ausgewählt und mit dem notwendigen Sprachmaterial versehen von Franz Eppert. Munich, Federal Republic of Germany: Max Hueber Verlag, 1971 (60 pp. - Band 1 and 36 pp. - Band 2). (Distributed in Canada by Marcel Didier [Canada] Ltd., Montreal.)

These booklets can be used during the lesson and also for independent work by the student. The teacher is informed about the grammatical background of the lesson. Vocabulary building is achieved easily by the picture-word association. The picture and vocabulary-pattern pages lend themselves very well to the conversational teaching situation. The questions at the end of the books, which can be done orally or in writing, reinforce the lesson. The oral approach lends itself to the lower levels, and a combination of oral and written approaches are applicable at the higher elementary levels.

Schäpers, R. Wir und unsere kleine Stadt. Munich, Federal Republic of Germany: Max Hueber Verlag, 1977 (56 pp.). (Distributed in Canada by H. G.W. Fricke, Deutsche Buch-Gesellschaft, Winnipeg, Manitoba.)

This is a collection of stories with pictures about modern young people. The book has a vocabulary at the end. The content is informative, interesting and suitable for the teaching of conversation. A cassette is available.

The difficulty level is geared to grades 7-9 students using the program Auf deutsch, bitte!.

Schmitz, A. and E. Schmitz. Im Spiegel der Presse - 1 + 2. Ein Lese- und Übungsbuch für Fortgeschrittene. Munich, Federal Republic of Germany: Max Hueber Verlag, 1975 (96 pp.). (Distributed in Canada by H.G.W. Fricke, Deutsche Buch-Gesellschaft, Winnipeg, Manitoba.)

This reader and grammar is closely related to Deutsch 2000, levels one and two, and can serve as an enrichment for the senior high program.

Schmitz, E. Anruf für einen Toten. Kriminalgeschichten. Munich, Federal Republic of Germany: Max Hueber Verlag, 1981.

----------. Ein Platz für Elefanten. Tiergeschichten. Munich, Federal Republic of Germany: Max Hueber Verlag, 1983 (71 pp.).

----------. Der Tag davor. Munich, Federal Republic of Germany: Max Hueber Verlag, 1982 (56 pp.).

Lesetexte Deutsch, Science-fiction Erzählungen über die Zukunft.

The above three books contain short stories of interest to students with some fluency in German. Each story is followed by questions on the content of the text, exercises to improve understanding and topics for discussion. A vocabulary is at the end of the book. This booklet is suitable for advanced students and for teaching heterogeneous classes.

Stalb, Heinrich. Praxis. Munich, Federal Republic of Germany: Max Hueber Verlag, 1979 (108 pp.).

This text contains illustrations and exercises for the teaching of conversation and writing to advanced students, and is useful for the teacher as a source of material.

Subik, Barbara and Helen Kurdinovsky. Deutsch sprechen im Alltag - Ein Kommunikationskurs. Munich, Federal Republic of Germany: Max Hueber Verlag, 1982 (165 pp.).

The main objective of this text is to teach conversational skills in the contexts of everyday situations and in initiating conversation.

----------. Die Mittelstufe. 3rd edition. New York, New York: Holt, Rinehart and Winston, 1966 (260 pp.). (Distributed in Canada by Holt, Rinehart and Winston of Canada Ltd., Toronto, Ontario.)

The book contains a selection of modern and classic short stories, brief biographies, lyrics and aphorisms. Five different types of exercises are supplied in a special appendix preceding a vocabulary.

Vorderwülbecke, Anne and Klaus. Blick auf Deutschland. Ein Lese- und Arbeitsbuch. Stuttgart, Federal Republic of Germany: Ernst Klett Verlag, 1984 (74 pp.).

This book is suitable for students in grades 11 and 12. It provides information on Germany (East and West) and also has exercises on certain grammatical concepts in each of the texts.

GRAMMATICAL CONCEPTS

A. JUNIOR HIGH

The following concepts have been approved for junior high German. It is essential that they be given continuing consideration at the senior high level as well. Since some students will encounter these concepts for the first time, while others will review what is already familiar to them, time spent on practicing these concepts will vary according to the needs of the class and/or individual students.

I Direct and Indirect Objects

Direct (= accusative) and indirect (= dative) objects depend on the type of verb used:

1. Verbs without objects (subject only). They describe conditions or activities which do not need any other person or object. All other information (e.g., time, place) is optional: sein (da sein, krank sein, lieb sein, etc.), kommen, leben, schlafen, sitzen, lachen, weinen, etc.

Er kommt (nach Hause), er schläft (im Bett), er sitzt (auf dem Stuhl), er lacht (laut), er weint (jeden Abend), etc.

2. Verbs with one object. They need, besides the subject, one other object or person. In most cases, this is the direct (accusative) object.

haben, sehen, hören, kennen, fragen, verstehen, lieben, gern haben, essen, trinken, kaufen, etc.

Ich habe einen Bruder, er sieht das Buch, ich kenne den Lehrer, er fragt den Schüler, sie liebt die Mutter, wir essen den Kuchen, sie kaufen die Geschenke, etc.

"Exceptions" have to be mentioned only if and when one of these verbs appears in the context of the program. There are approximately 20 verbs with the indirect (dative) object only; they need special attention, constant memorizing and practicing. The most likely to occur at the junior high level are: antworten, glauben, helfen, danken, gehorchen, gehören, gefallen, schmecken, gut gehen. (For future reference, the others are: schaden, nützen, folgen, vertrauen, mißbrauchen, begegnen, entgegnen, erwidern, widersprechen, genügen, gelingen.)

Er antwortet dem Lehrer, ich glaube ihm, er hilft der Frau, der Apfel schmeckt mir, es geht mir gut, etc.

3. Verbs with two objects. One has to be the direct, one the indirect. These are mostly verbs of giving or taking; i.e., something is moved in either direction. Usually, an object is given to or taken from a person. Then, the object is in the accusative, the person in the dative.

geben, schenken, schicken, bringen, (weg-) nehmen, stehlen, etc.

Ich gebe dir das Buch, er schickt dem Freund den Brief, ich nehme ihm das Buch (weg), etc.

There are other verbs which have the same idea (e.g., of geben), but need further explanation if they occur early and are not understood automatically:

Ich erkläre dir die Aufgabe (I give you the idea, an explanation).
Ich zeige dir das Buch (I give you a view of the book).
Ich sage es ihm (I give him the information about it).

II Prepositions

Prepositions are either one-way prepositions (they always require the same case) or two-way (they require either the accusative or the dative, according to circumstances).

1. One-way prepositions requiring the accusative: only durch, für, ohne, have to be known on this level (the others are: um, gegen, entlang).

Er geht durch das Haus, das Buch ist für den Vater, er kommt ohne das Buch, etc.

2. One-way prepositions requiring the dative: aus, von, nach, zu, bei, mit (seit, außer, gegenüber not necessary at this level).

   Er kommt aus dem Haus, von der Schule; er geht nach dem Essen; zu seiner Mutter; sie ißt mit dem Löffel, bei seinem Freund, etc.

3. Two-way prepositions requiring dative or accusative: an, auf, in, neben, über, unter, vor, zwischen, hinter. Not all have to be learned, but the following principle has to be explained clearly and practiced frequently: the dative is used when the subject is somewhere and stays there (location, question wo?); the accusative is used when the subject moves from one place to another (direction, question wohin?).

   Wo ist Fritz? Er ist (in dem) im Bett, er sitzt auf dem Stuhl, steht neben dem Auto, vor dem Haus, etc.

   Wohin geht Fritz (wo geht Fritz hin)? Er geht (in das) ins Bett, hinter den Tisch, er springt über den Bach, etc.

   Wo liegt das Buch? ...

   Wohin legt Fritz das Buch? ...

4. Prepositions with genitive (während, wegen, trotz, etc.) are not required at this stage.

III Perfect Tense: haben or sein + participle

1. sein + participle: only verbs which express a movement (= change of place) or a development (= change of condition) have sein (they never have an object).

   a) gehen, kommen, laufen, springen, fahren, schwimmen, fliegen, etc.

   b) geboren werden, wachsen, sterben, werden + the exceptions sein, bleiben.

   Ich bin gegangen, gekommen, gelaufen, etc.

   Er ist (am 3. August) geboren, gestorben.

   Sie ist viel gewachsen, zu Hause gewesen, in Frankfurt geblieben.

   Er ist alt, rot, krank geworden.

2. haben + participle: all other verbs.

IV Adjective Endings

The following seems to be the easiest way to explain and to learn the

adjective endings without resorting to complicated tables. It should be explained early and practiced frequently.

1. In the vast majority of cases, the adjective is preceded by another word (article or pronoun). Explain the difference between der-words and ein-words:

   der-words "rhyme" with der: der, dieser, jener, jeder, welcher, mancher, etc.

   ein-words "rhyme" with ein: ein, kein, mein, dein, sein + the plural (which does not "rhyme"): unser, euer, ihr.

2. Have the students memorize the following two lines:

   der junge Mann, das junge Kind, die junge Frau
   ein junger Mann, ein junges Kind, eine junge Frau

3. Explain that instead of der, all other der-words can be used, and instead of ein, all other ein-words; e.g.:

   dieser junge Mann ...
   welcher junge Mann ...
   and
   mein junger Mann
   unser junger Mann (or Hund), etc.

4. All other adjectives after a der- or ein-word end in -en (singular or plural, all cases).

5. If, however, one of the following words, andere, einige, mehrere, viele, wenige, etwas, ein paar, or no word at all precedes the adjective, the adjective has the ending of the definite article:

   einige alte Männer = die Männer
   andere gute Bücher = die Bücher
   roter Wein = der Wein
   mit kaltem Wasser = mit dem Wasser
   kaltes Wasser = das Wasser

   These cases probably are not frequent at this level and need not be stressed too much.

   There is an exception in the genitive case (der Preis guten Weines vs. des Weines), irrelevant at this stage.

B. SENIOR HIGH

In addition to the concepts above, students in senior high should become increasingly familiar with the most common types of German sentences and their structures. WORD ORDER and SENTENCE STRUCTURE are integral parts of the program approved for senior high. It is suggested that, within the framework of

the textbooks used, these concepts be treated with special care and emphasis.

I Types of Sentences

The types of German sentences are determined by the position of the inflected verb; i.e. the part of the verb with the personal ending. Basically, three types can be distinguished:

1. Inflected Verb in Second Position

Main clauses (assertions) and questions with a question word (W-word) fall into this category. That questions and answers are structurally related can be seen by the fact that, in answers, the question word can be replaced by specific information, in the same (first) position:

Wann kommt er? - Morgen kommt er.
Wer kommt morgen? - Mein Vater kommt morgen.

There are a few other fixed positions in the MAIN CLAUSE, as shown in the following diagram:

1.	2.	3.	. . . . .	last
anything (except inflected verb)	inflected verb	subject (if not in 1.)	inner field	other part(s) of verb
Morgen	wird	er	lange	schlafen.
Er	wird	morgen	nicht	schlafen.
Lange	wird	er	morgen nicht	schlafen.
Schlafen	wird	er	morgen nicht.	

Questions with question words are structured similarly:

1.	2.	3.	. . . . .	last
question word	inflected verb	subject (if not in 1.)	inner field	other part(s) of verb
Wann	wird	er	morgen	schlafen?
Wer	wird	morgen	lange	schlafen?
Wie lange	wird	er	morgen	schlafen?
Was	wird	er	morgen nicht	tun?

2. Inflected Verb in First Position

This is the structure reserved for YES/NO-QUESTIONS and COMMANDS (REQUESTS):

1.	2.	. . . . .	last
inflected verb	subject (if required)	inner field	other part(s) of verb
Kommt	er	morgen?	
Komm		morgen!	
Kommen	Sie	morgen!	
Wird	er	morgen	kommen?
Gehen	wir	morgen	hin!
Gehen	wir	morgen	hin?
Geh	(du)	morgen	hin!

3. Inflected Verb in Last Position

All subordinate clauses (including relative clauses and indirect questions) fall into this category:

1.	2.	. . . . .	last
conjunction, relative pronoun, indirect question word	subject (if not in 1.)	inner field	all parts of verb (inflected last)
weil	sie	gestern	gekommen ist.
wenn	sie	morgen	kommen wird.
die		morgen	kommen wird.
wer		gestern	gekommen ist.
dem	ich	ein Buch	schenke.
warum	sie	nicht	gekommen ist.
ob	sie	morgen	kommen wird.
daß	er	reich	sei.
wenn	wir	Geld	hätten.

NOTES: (1) In INDIRECT DISCOURSE (whether with indicative or subjunctive), daß can be left out. The sentence then will be structured as a main clause: Er sagt, er sei (ist) reich.

(2) Conditional clauses expressing WISHES are structured like dependent clauses. They stand alone, because the main clause is self-evident, thus unnecessary (dann wäre ich froh and the like):

Wenn ich nur reich wäre! (... dann wäre ich froh).
Wenn sie doch nichts gesagt hätte! (... dann wäre es besser gewesen).

(3) As a general rule, wenn (in any meaning, in any type of sentence) may be omitted. The inflected verb then must be moved from the last to the first position (replacing the wenn):

Wenn er freundlicher wäre, würde ich ihn einladen.
Wäre er freundlicher, ...

Wenn er doch freundlicher wäre!
Wäre er doch freundlicher!

Wenn sie morgen Zeit hat, dann gehen wir ins Kino.
Hat sie morgen Zeit, ...

Wenn (immer wenn) er froh ist, dann singt er.
Ist er froh, dann singt er.

II Word Order in the Inner Field

The inner field can contain objects and/or adverbs or adverbial phrases. The objects required by specific verbs are compulsory; adverbs and adverbial phrases are optional (the extent of information given is at the discretion of the speaker). No matter what combination of objects and adverbs the speaker uses, there is one general rule governing the word order in the inner field:

The parts of the inner field are arranged in the order of increasing NEWS VALUE. Less important or familiar information always precedes important and new information.

a. Wem schenkt Fritz das Buch? Fritz gibt das Buch einem Freund.
b. Was schenkt Fritz dem Freund? Fritz schenkt dem Freund ein Buch.

1. Objects

Pronouns precede all other objects (pronouns replace nouns already familiar to the listener):

Fritz gibt ihr ein Buch.

Objects with der-words precede objects with ein-words (the former are more definite; i.e. more familiar):

Fritz gibt das Buch einem Freund.
Fritz gibt diesem Freund ein Buch.

Prepositional objects follow all other objects:

Fritz dankt seinem Freund für das Buch.

If both objects have der-words or ein-words, they are arranged according to their news value:

Fritz gibt dem Freund dieses Buch (und nicht das andere).
Fritz gibt dieses Buch dem Freund (und nicht dem Bruder).

If both objects are pronouns, the accusative always precedes the dative:

Fritz gibt es ihm.

2. Adverbs and Adverbial Phrases

Generally, they are arranged in the following order: TIME, MANNER, PLACE:

Fritz ist gestern schnell zum Arzt gegangen.
Erika will morgen mit dem Auto nach Toronto fahren.

3. Combination of Objects and Adverbs (Adverbial Phrases)

Again, they are arranged in the order of increasing news value:

Er kauft jeden Morgen eine Zeitung.
Er kauft die Zeitung jeden Morgen.
Karl brachte jeden Sonntag seiner Mutter Blumen.

Frequently, two objects form a frame around adverbs and adverbial phrases:

Karl brachte seiner Mutter jeden Sonntag Blumen.

In many cases, the speaker has several options to structure his/her sentences, but it should always be remembered that the new and most important information has to be shifted towards the end. In main clauses, the first position may also be used for important information and then will be stressed:

Jeden Sonntag brachte Karl seiner Mutter Blumen.

SUMMARY OF GRAMMAR

Grundkurs Deutsch

Lesson 1 - Conjugation of haben, sein.
The article and gender of nouns.

Lesson 2 - Ist das ... ? Ja, das ist ... . Nein, das ist nicht.

Wo ist ...?; ..., wo ... ist.
The imperative of the verb.
The use of the formal imperative with Sie.

Lesson 3 - The definite and indefinite article.
Conjugation and declension - nominative and accusative cases.
The verb.
Word order in questions and answers.

Lesson 4 - Einer, keiner; ein, mein, ihr.
Singular and plural of the possessive pronoun.
Plural of nouns with -er (+ Umlaut)
with -e (often + Umlaut)
without an ending (often + Umlaut)
with -s
with -(e)n
Declension of nouns (nominative and accusative).

Lesson 5 - Der, welcher?, dieser.
Ein, was für ein?, was für welche?
The adjective, singular and plural.
The adjective in front of the noun and following it.

Lesson 6 - Compound words.
Adjectives after definite and indefinite articles.
Es.

Lesson 7 - The verb - present tense.
Modal verbs and wissen - "to know".
Haben, sein.
Word order - sentence bracket.
Modal verb - infinitive.
Separable verbs.

Lesson 8 - Prepositions.
Aus, in.
Zum/zur, in den/das/die.
The present tense.
Arbeiten, antworten.
E - i(e), a - ä or au - äu.

Lesson 9 - Prepositions.
Auf.
Legen - liegen; stellen - stehen; hängen.
The imperative.
Names of countries.
Jemand, niemand.
Warum? Weil ...

Lesson 10 - Prepositions: an, in, auf, hinter, neben, über, unter, vor, zwischen.
Prepositions that take only the accusative.
Prepositions that take only the dative.

Dative plural.
Modal verb dürfen.
Ordinal numbers.

Lesson 11 - The preterite: haben, sein.
The perfect and past participle.
Regular and irregular verbs.
Separable verbs.
Possessive pronouns, singular and plural.

Lesson 12 - Interrogative pronouns.
Personal pronouns.
Modal verbs sollen, müssen.
Separable or inseparable prefixes.
Wenn.
Doch.

Lesson 13 - The verb - preterite.
Regular verbs.
Irregular verbs.
Modal verbs + werden.
Perfect or preterite.
The genitive.
Declension of the nouns.
Independent pronouns.

Lesson 14 - Accusative - reflexive verbs.
Prepositions.

Lesson 15 - Dative - reflexive verbs.
Subordinate clauses.
Indirect questions.
Relative clauses.
Einige, mehrere, alle.
Declension of the nouns, singular and plural.

Lesson 16 - The adjective - comparative.
Derselbe, dasselbe, dieselbe.
Sentences with the infinitive + zu.

Lesson 17 - The passive voice - present and past.
The adjective - comparison.
The declension of the adjective.
The declension of the noun with ein-words - masculine and neuter, singular and plural.

Lesson 18 - The adjective without an article.
The meaning of irgend.

Lesson 19 - The passive voice.
Modal verbs.
Es.
Wovon? ... davon; Von wem? ... von ihm womit? damit?

Subordinate clauses - ob.
Nouns derived from the verb.

Lesson 20 - Pluperfect of the verb.
The present participle.
Bei + dative.
Subordinate clauses with um ... zu.
..., so daß.

Lesson 21 - The past participle.
Geworden and worden.
Relative clauses.

Lesson 22 - Verbs taking prepositions.
Prepositions demanding the accusative: an, auf, für, um.
Prepositions demanding the dative: an, mit, von, zu.
Past subjunctive.
Wishes.
Conditions.

Lesson 23 - Perfect subjunctive.
Conditional clause with wenn.
(Sich) lassen.

Lesson 24 - Perfect subjunctive of the modal verbs.
Conjunctional adverbs - aber, denn, oder, sondern, und.
Verbs demanding the dative.

Lesson 25 - Subordinate clauses - comparison with als.
Other types of dependent clauses.
Solch ein, so ein.
Verbs taking a preposition.
Prepositions with the accusative: auf, für, um.
Prepositions with the dative: von.

Lesson 26 - Future tense of the verbs.
Subordinate clauses - als.
Weshalb?, damit.
Past subjunctive mood in direct speech.

Lesson 27 - Present and past subjunctive and wurde + infinitive.
Present subjunctive in indirect speech.
Past subjunctive in indirect speech.
Conditional clauses.
Wishes.
Etwas, nichts.

Lesson 28 - Verbs with prepositions.
Prepositions with the accusative: auf, für, über, um.
Prepositions with the dative: mit, nach, von.

Lesson 29 - Denn, ja, doch, mal, schon, nicht.

Lesson 30 - Interrogative sentences: wann?.
Review of grammatical concepts.

Aufbaukurs Deutsch

Lesson 1 - Es as an impersonal pronoun.
Declension of der, dieser, jener, welcher.
Present participle.
Present passive voice.
Subordinate clauses with bevor.

Lesson 2 - Adverbs of time.
Subordinate clauses with als.
Present, past and perfect of the passive voice.
Perfect of the verb.

Lesson 3 - Es used in specific expressions like es trifft zu, es stimmt.
Nouns derived from a verb and verbs derived from a noun.
The use of irgend.
Passive voice + modal verb.
Adverbial subordinate clauses with weil; denn, nämlich.
Perfect passive voice.
Relative sentences.

Lesson 4 - Subordinate clauses with bis.
Relative clauses.
Relative pronouns + prepositions.

Lesson 5 - Subordinate clauses with weil, damit, um ... zu.
Formation of new nouns - derived from adjectives and participles.
Declension of nouns derived from adjectives and participles.
Numbers of division.
The use of passive voice + modal verb.
Present and past of dürfen and wollen.
The use of the past tense.

Lesson 6 - The use of trotzdem and obwohl.
Prepositions.
Perfect tense of haben and sein.
The use of perfect and past tenses.
The imperative.

Lesson 7 - The use of the perfect tense.
Declension of the adjective.

Lesson 8 - Pronominal adverbs.
Prepositions + interrogative pronouns.
The use of the perfect tense.
Declension of the noun.
Word formation.
The verb with the prefix er-.

Lesson 9 - Subordinate clauses with während.

The use of trotz + genitive.
The imperative.
Word formation - nouns with the suffixes -heit, -keit.
The use of these words as adjectives.

Lesson 10 - Pronominal adverbs - damit, dafür.

Lesson 11 - Subordinate clauses with bevor, ehe.
Comparative sentences with nicht so ... wie.
The use of the comparative plus als.

Lesson 12 - Perfect tense of the modal verbs.
Subordinate clauses with als, wenn.

Lesson 13 - Word order in a sentence.
Pronominal adverbs plus a subordinate clause.
The use of the verb plus prepositional object.
Declension of viel, wenig.

Lesson 14 - Prepositions.
Expressing assumptions.
The use of seit.
Subordinate clauses with seit, seitdem.
Formation of new words with the prefix be-.

Lesson 15 - Subordinate clauses with wenn, sobald plus perfect as an expression of future tense.
The use of nachdem plus perfect and pluperfect.

Lesson 16 - Double subjunctive with zwar - aber, nicht/kein - sondern, sowohl - als auch.
Subordinate clauses with da, weil.
The use of deshalb/deswegen, denn.
Formation of new verbs with the prefix ver-.

Lesson 17 - Verbs.
Adjectives plus prepositions.
The use of the infinitive in a sentence.
Formation of new words - adjectives with -isch.

Lesson 18 - Verbs, adjectives, nouns plus prepositions.
The use of haben, sein, werden.
Nouns plus infinitive with zu.
Prepositions.
The use of sein plus zu plus the infinitive.
Verbs with the infinitive without zu.

Lesson 19 - Formation of new words from adjectives and nouns plus -los, un-.
The use of müssen in the past, perfect and pluperfect tenses.
The use of haben plus zu plus infinitive.
The use of brauchen plus zu plus infinitive.

Lesson 20 - Prepositions.

The use of brauchen plus zu plus infinitive.
The use of sollen and brauchen.

Lesson 21 - The use of tenses in writing - past present.
The use of erst- and zweit-.

Lesson 22 - Perfect subjunctive.
The use of würde plus infinitive.
Interrogative pronouns wo(r) plus prepositions.
Formation of new words - compound nouns.

Lesson 23 - Perfect subjunctive of the irregular verbs.
Conditional sentences.
Formation of new words with -lich.

Lesson 24 - Verbs and other words related to the weather.
Conditional sentences.
The use of ich an deiner Stelle.
Wishes.

Lesson 25 - Prepositions.
Situational passive voice.
Declension of man.
Formation of new words with verbs and the prefix ver-.

Lesson 26 - Sentences using the infinitive of the verb with statt zu, ohne zu.
The use of so leicht, zu leicht.
Word order with genug.

Lesson 27 - Present subjunctive.
Indirect speech.
Nouns formed with -sport/Sport-.
Formation of adjectives with the suffix -ig.

Lesson 28 - Vocabulary review.

Deutsch 2000, Band 1

Lesson 1 - Interrogatives: wer, was, wo.
Answering questions a) positively: ja.
b) negatively: nein.

Lesson 2 - Verbs: sein, wohnen, heißen.
Replacing nouns by pronouns: er, sie, es.
Interrogative pronouns: wo, woher.
Conjunction: aber.

Lesson 3 - Definite article and plural nouns.
Interrogatives: wohin/wo and prepositions ins/im - nach/in.
Making verbs negative: nicht.
Verbs: fliegen, reisen, kommen.

Lesson 4 - Replacing plural nouns by the pronoun sie.
Verb: brauchen.
Indefinite article: positive and negative - ein/eine - kein/keine.
Numbers: eins - hundert.
Verb: kosten.
Adverb: noch.

Lesson 5 - Verbs: mögen, haben, nehmen, essen, trinken.
Pronoun: sie.
The indefinite article, positive and negative, ein/einen - kein/keinen.
Telling time.

Lesson 6 - Definite article and nouns in the accusative.
Verbs: fahren, halten, sehen.
Interrogative pronouns: wohin, wo.
Der, die, das / den, die, das - used as pronouns.
Indefinite pronoun: man.

Lesson 7 - Verbs with separable prefixes: anrufen, ankommen.
The imperative.
Possessive adjectives.
Herr- in the accusative: Herrn.

Lesson 8 - Modal auxiliaries: können, müssen.
Personal pronouns in the accusative: mich, ihn, Sie.
Interrogative pronoun: wen.
Stressed sentences.
Verbs: sprechen, wissen.
Indefinite pronouns: jemand, niemand.

Lesson 9 - Verbs: wollen, treffen.
Personal pronouns in the accusative.
Asking and answering questions with warum and weil.
The adverb doch = yes.

NOTE: All verbs to this point are in the present tense.

Lesson 10 - Verbs: haben and sein in the imperfect (past indicative) tense.
Present perfect tense of transitive and intransitive verbs:
arbeiten, hören, lernen, machen, sparen, spielen, lesen, sehen, singen, treffen, (Sport) treiben, fernsehen, ansehen, reisen, wandern, bleiben, fahren, fliegen, gehen.
Reflexive verbs: sich interessieren für, sich ansehen.
Verb, present tense: lesen.
Interrogative pronouns (worüber/wofür) and answers to the same (über/für).

Lesson 11 - The imperative with du.
Interrogative pronouns: wohin, wer, woher.
Verbs: stellen, stehen, legen, liegen - present tense.
Reflexive verbs: sich freuen - present tense.
Present perfect tense of 6 transitive verbs: anfangen, anrufen, einladen, auflegen, bestellen, vergessen.

Lesson 12 - Verbs: wollen, können, müssen in the imperfect tense.
Possessive pronouns.
Present perfect tense of 8 transitive and 2 intransitive verbs: bringen, denken, essen, halten, trinken, verpassen, schlafen, verschlafen, kommen, passieren.

Lesson 13 - Personal pronouns in the accusative.
Preposition: mit and possessive pronouns.
Preposition: bei and personal pronouns.
Days of the week: noun and adverb forms.
Present perfect tense of verbs: sprechen, übernachten, telefonieren.

Lesson 14 - Interrogative pronoun: wem.
Verb: sollen in the imperfect.
Prepositions: zu/zum, bei/beim, vom.
Ordinal numbers: erste - hundertste.

Lesson 15 - Adjectives used a) after the verb "to be".
b/ to describe nouns.
Indirect pronouns: the dative case with the verb schenken.
Reflexive verb: sich wünschen.
Adjectives: viel, viele.
Months of the year.
Verbs: gehen, treffen, sich verabreden in present and present perfect tenses.

Lesson 16 - 12 verbs in the imperfect (past indicative) tense: bestellen, fragen, packen, sagen, essen, bringen, fahren, gehen, hängen, kommen, schreiben, trinken.
6 verbs in the present perfect tense: einkaufen, einpacken, gewinnen, bekommen, aussteigen, verreisen.
Possessive adjectives in the dative with the verb bringen.
Preposition: in followed by the accusative.

Lesson 17 - Adjectives used to modify nouns in the nominative and accusative.
Preposition durch used with the verb fahren - prepositions für and dafür used with the verb haben.
7 transitive and intransitive verbs in the present perfect tense: besichtigen, sich erholen, probieren, unterbrechen, bleiben, weiterfahren, zurückkommen.

Lesson 18 - Letters: answering a newspaper advertisement.
Subordinate clauses introduced by daß, wenn, wo, wie weit, wie hoch.
Writing dates.
Adjectives: wenig/wenige, viel/viele, alle.
Prepositions: bis zum/bis zur.

Lesson 19 - The comparative and superlative of adjectives.
Definite article used as a pronoun in opposition: ... der. Fernsehturm, der im Olympiapark steht ... .
Verb: dürfen.
Adjective: dieser, diese, dieses.

Verbs: raten, verstehen in the present perfect tense.

Lesson 20 - Comparative of adjectives.
Adverbs: mehr and weniger.
Subordinate clauses introduced by: ob, warum, wieviel, was.
Cardinal numbers: 200 - 1,000,000.

Lesson 21 - The pluperfect tense.
14 verbs in the imperfect (past indicative) tense: anziehen, denken, finden, haben, heißen, kennen, lesen, nehmen, pfeifen, schließen, sitzen, sich umsehen, einfallen, feststehen.
Conjunctions: während and als.
Adjectives: gut and besser.
Definite articles used as pronouns - in opposition.

Lesson 22 - 'If clauses' with wenn and ob.
Comparative of jung.
Plural form of the definite article and of nouns.

Lesson 23 - The dative after the preposition vor and after the verb verkaufen.
Adjective: alt, in the nominative: singular and plural.
Comparative of the adjective alt.

Lesson 24 - Conditional tense: sein and werden.
Adjectives: zuviel and soviel.
Comparative and superlative of gut.
Conjunction: damit.
Adverb: wohin.

Deutsch 2000, Band 2

Lesson 1 - Pronouns: einer - keiner.
Pronouns: einen - keinen; keine.
Verb and preposition: sich beschäftigen mit - womit? / mit wem? - damit / mit ihm.
Verbs and prepositions: sich erinnern an, nachdenken über, halten für, helfen bei.

Lesson 2 - Passive voice of verbs, present tense: ... wird gebaut / angetrieben.
Passive voice of verbs, preterite tense: ... wird gebildet.
Modal auxiliary: sollen.
Adverbial expressions of time with present tense of verb: seit 1850; ab sofort.
Verbs and prepositions: arbeiten an, warten auf.

Lesson 3 - Genitive (possessive) case, definite article: des, der.
Demonstrative adjective, nominative and accusative forms: jeder, jeden.
Verbs and prepositions: sich unterhalten über, halten für.

Lesson 4 - Adjective forms (preceding and following noun) and adverb forms: ein schnelles Auto; schnell fahren.

Positive, comparative and superlative forms of adverbs: am schnellsten; am besten.
Prepositions governing the dative case: hinter, vor, zwischen.
Dative form (plural) of nouns with and without definite article. Superlative forms: die wenigsten, die meisten.
Verb and preposition: gelten für.

Lesson 5 - Indefinite article, dative case, with preposition mit and adjective: mit einem/einer.
Indefinite article, genitive case, with adjective: eines, einer.
Verb and preposition: denken an.

Lesson 6 - Possessive adjectives, genitive case: meines, meiner ... .
Prepositions which take the genitive case (with definite article): statt des ..., innerhalb des ... .
Bruchzahlen.
The passive voice of verbs; expression of instrument in passive structures: durch.
Verbs and prepositions: aufmerksam machen auf, hinweisen auf, beitragen zu, benutzen zu.

Lesson 7 - Werden - "to become" - present, preterite and perfect tense forms: werden.
Derselbe, dasselbe, dieselbe.
Definite article, genitive case forms with adjective: des neuen Wagens.
Structure: was für einer/einen, ein, eine ... .
Verbs and prepositions: diskutieren über, sich entscheiden für, fragen nach.

Lesson 8 - Structure: waren ... zu verstehen; braucht ... teilzunehmen.
Structure: nicht (klein) ... sondern ... .
"Some", "the most/majority": einige, die meisten.
Verbs and prepositions: aufrufen zu, berichten über, einladen zu, teilnehmen an.

Lesson 9 - Pluperfect tense of verbs: ... war passiert; ... hatte begonnen.
Pluperfect tense in subordinate clauses. Tense sequence: nachdem.
Von as an equivalent of "of".
Relative pronoun, dative case usage with prepositions: in der; an der; mit dem.
Verbs and preposition: bewegen zu.

Lesson 10 - Expressions with lassen.
Structure: um ... zu - "(in order) to".
Structure: so viele, daß ... .
Verb and preposition: sich bewerben um.

Lesson 11 - Passive voice of verbs, perfect tense: ... ist abgeschafft worden; ... ist verboten worden.
Structure: anfangen zu ... .
Wer, was: "whoever", "whatever".
Verb and preposition: abbringen von.

Lesson 12 - Conditional mood of verbs in conditional structures: hätte, könnte.

Werden - "to become": wurde ungültig, werden wertvoller.
Wieviel?; soviel; zuviel.

Lesson 13 - Lassen as a modal auxiliary.
Positions of verbs in clauses beginning with denn and weil: denn es gab ...; weil sie ... müssen.
Weshalb - deshalb.
Preposition governing the genitive case: wegen des.
Verbs and prepositions: angewiesen sein auf, begrenzen auf, sich richten gegen.

Lesson 14 - Müßte, müßten: "ought (to)".
Indirect speech: Sie sagte, sie wäre ... .
Gehen, dürfen - conditional usage: ginge, dürfte.
Verbs and prepositions: sich freuen auf, werden aus.

Lesson 15 - Conditional usage - brauchen, geben: brauchten, gäbe.
Conditional usage in subordinate clauses (indirect speech): Es wird gefragt, ob ... müßte.
Structure: Demonstrative pronoun with relative clause: Diejenigen, die ... .
Verbs and prepositions: sich richten nach, profitieren von, sorgen für.

Lesson 16 - Possessive pronouns: meiner (deiner, deins, deine; eurer, euers, eure).
Verbs and prepositions: auffordern zu, schätzen auf, wählen zu.

Lesson 17 - Adjective endings (nominative case) without preceding article: erster Stock, flottes Maschineschreiben, schnelle Einarbeitung.
Adjective endings (dative case) without preceding article: von großem Wert.
Interrogative adjective - welcher, etc.: welcher Beruf.
Werden, können, haben - polite conditional usage: würde, könnte, hätte.
Verbs and prepositions: sich handeln um, wissen über.

Lesson 18 - Preposition governing the genitive case - während: während des.
Structure: sind zu ... .
Perfekt - adjectival and adverbial usage.

Lesson 19 - Was für eine/welche - singular and plural structures: was für welche.
Welcher, welche, etc. - partitive usage: welcher/welchen, welches, welche.
Welcher, etc. - usage in subordinate clauses: ..., welchen Abschluß.
Verb and preposition: ankommen auf.

Lesson 20 - Adjective endings (accusative, dative and genitive cases) without preceding article: großen Erfolg; bei geöffneter Kabine; eine Reihe interessanter Objekte.
Viele, einige, alle - genitive case forms: vieler, einiger, aller.
Past participle of verb used as a verb and as a predicate adjective:

... müssen umgebaut werden; ... ist umgebaut.
Die meisten; meistens - adjectival and adverbial usages.
Verb and preposition: abhängen von.

Lesson 21 - Future tense of verbs: ich werde ... schreiben.
Adverbial and adjectival positive and comparative usage: so ... wie; mehr ... als.

Lesson 22 - Verb infinitive structure with zu.
Future tense of verbs; usage with modal auxiliary: wird ... rechnen können.
Verbs and prepositions: sich auswirken auf, sich einstellen auf, rechnen mit.

Lesson 23 - Dem, der, denen - usage as personal pronouns.
(Mit) dem, der, denen - usage as relative pronouns.
Modal auxiliary: dürfen.

Lesson 24 - Indirect speech - verb forms: sei, seien.
Structure: ..., so daß.
Verbs and prepositions: sich ergeben für, mitarbeiten an.

Vorwärts International K3A (Units 1-3)

Unit 1 - Nouns: masculine, feminine, neuter, singular and plural.
Demonstrative articles, possessive pronouns, singular and plural.
Declension of the article.
The adjective: masculine, feminine, neuter, singular and plural.
Nouns used as adjectives.
Present and past participle.
Prefixes of the verb.
Formation of the participle of verbs with the verb ending -ieren.

Unit 2 - Comparison of the adjective.
Sentence structure.
Nominative and accusative cases.
Direct object.
Adjectives in the accusative and nominative, singular and plural.
The use of weil and warum.
Conjunctions: um ... zu, damit.
The use of brauchen.

Unit 3 - Principal and subordinate clauses.
Conjunctions: als, wenn, bevor, während, bis, vorher.
The use of so daß and obwohl, trotzdem.
Questions.
The use of wann? and warum?

Vorwärts International K3B (Units 4-6)

Unit 4 - Modal verbs (müssen, dürfen, sollen, können, wollen, mögen) plus the infinitive of a verb.
Separable prefixes of the verb.
Principal clause without a modal verb.
Principal clause with a modal verb.
Declension of the noun: singular and plural, masculine, feminine and neuter.
Prepositions: bei, mit, zu, seit, nach, außer, aus.
Demonstrative article with the dative.
Indefinite article: masculine, feminine, neuter.

Unit 5 - Reflexive verbs with the accusative and dative cases.
Reflexive pronouns and personal pronouns and their declension.
Sentence structure with the reflexive pronouns.
Transitive and intransitive verbs.
Prepositions with the dative or accusative.
The use of wo? and wohin?
Sentence structure.
Adverbs.

Unit 6 - Prepositions with the accusative: für, durch, gegen, ohne, an, auf, über.
Conditions.
Subjunctive mood, imperfect and perfect.